

Evaluation Criteria for K-8 History-Social Science Adoption of Instructional Materials

In October 1998, the California State Board of Education adopted *History-Social Science Content Standards for Grades K-12* (referred to hereafter as the standards) that describe what students should know and be able to do at each grade level. In October 2000, the State Board of Education adopted an updated *History-Social Science Framework* (referred to hereafter as the framework) that incorporates the standards and includes instructional guidelines. The framework with the standards defines the essential skills and knowledge in history-social science that will enable California students to enjoy a world-class education. In addition to the content standards and curriculum guidance found at each grade level, students should also be taught all the analysis skills for the grade spans. These skills are to be learned through, and applied to, the content standards and are to be assessed only in conjunction with the content standards. Students should be able to demonstrate reasoning, reflection, and research skills. The framework also contains appendixes that address important overarching issues that need special attention.

This document provides criteria for evaluating the alignment of instructional materials with the content found in the *History-Social Science Standards and Framework*. In order to be adopted, materials must meet in full Criterion 1: History-Social Science Content/Alignment with Standards. For the other categories of program organization, assessment, universal access, and instructional planning and support, materials must meet these criteria holistically. These criteria will guide the development and govern the adoption of K-8 instructional materials in 2005 and the follow-up adoption. To assist in the evaluation of instructional materials, publishers will demonstrate a program's alignment to the standards using a California Department of Education-supplied standards map template. These criteria may also be used by publishers and local education agencies as a guide for the development and selection of instructional materials for grades 9 through 12.

These criteria are organized into five categories:

1. **History-Social Science Content/Alignment with Standards**—the content as specified in the *California History-Social Science Standards and Framework*.
2. **Program Organization**—the sequence and organization of the history-social science program.
3. **Assessment**—the strategies presented in the instructional materials for measuring what students know and are able to do.
4. **Universal Access**—the information and ideas that address the needs of special student populations, including students eligible for special education, students whose English language proficiency is lower than that typical of the class or grade level, and students whose achievement is either below or above that typical of the class or grade level.
5. **Instructional Planning and Support**—the instructional planning and support information and materials, typically including a separate edition specially designed for

use by the teacher, that assist teachers in the implementation of the *History-Social Science Standards and Framework*.

History-social science instructional materials must support teaching aligned with the standards and framework. Materials that are contrary to or inconsistent with the standards, framework, and criteria are not allowed. Extraneous materials should be minimal and clearly purposeful.

Criterion 1: History-Social Science Content/Alignment with Standards

1. Instructional materials as defined in *Education Code* Section 60010 (h) provide instruction designed to ensure that students master all of the *History-Social Science Content Standards* for the intended grade level. Analysis skills of the pertinent grade-span must be covered at every grade level.
2. Instructional materials reflect and incorporate the content of the *History-Social Science Framework*.
3. Instructional materials shall use proper grammar and spelling (*Education Code* Section 60045).
4. Instructional materials present accurate, detailed content and a variety of perspectives.
5. History is presented as a story well told—the story has continuity, narrative coherence (a beginning, a middle, and an end) and is based on the best recent scholarship. Without sacrificing historical accuracy, the narrative is rich with the forceful personalities, controversies, and issues of the time. Primary sources such as letters, diaries, documents, and photographs are incorporated into the narrative in order to present an accurate and vivid picture of the times.
6. Materials include sufficient use of primary sources appropriate to the age level so that students understand in the words of the author(s) the way people saw themselves, their work, their ideas and values, their assumptions, their fears and dreams, and the way they interpreted their own times. These sources are to be integral to the program and are carefully selected to exemplify the topic, and serve as a voice of the past with an accurate and thorough sense of the period. When only an excerpt is included, the students and teachers are referred to the entire primary source piece. The materials present different perspectives of participants in world and U.S. history, both ordinary and extraordinary people.
7. Materials include the study of issues and historical and social science debates. Students are presented with different perspectives and come to understand the importance of reasoned debate and reliable evidence, while acknowledging that people in a democratic society have a right to disagree.
8. Throughout the instructional resources, the importance of the variables of time and place, when and where, history and geography, is stressed repeatedly. In examining the past and present, the instructional resources consistently help students recognize that events and changes occur in a specific time and place. Instructional resources also consistently help students judge the significance of the relative location of place.
9. The history-social science content is enriched with literature of the historical period and literature about the period from varied genre. Whether fiction or nonfiction, diaries, essays, biographies, autobiographies, myths, legends, historical tales, oral literature, poetry, or

- religious literature, the literature richly describes the issues or the events studied, as well as the life of the people, including both their work and leisure activities.
10. Materials on religious subject matter remain neutral, do not advocate one religion over another, do not include simulation or role playing of religious ceremonies or beliefs, do not include derogatory language about a religion or use examples from sacred texts or other religious literature that are derogatory, accusatory or have instilled prejudice against other religions or those who believe in other religions.
 11. There are numerous examples of women and men from different demographic groups who used their learning and intelligence to make important contributions to democratic practices and society and to science and technology. Materials place a great emphasis on the importance that education plays in a democratic society.
 12. For grades six through eight, the materials shall facilitate local options expressed in *History-Social Science Framework's* "Appendix D: The World History Sequence at Grades Six, Seven, and Ten: Content, Breadth, Depth, and Coverage Issues with Some Local Options." More specifically, in addition to the content called for at grade six, materials shall include the grade seven standards on the Roman Empire (standard 7.1 and its sequence) and Mayan Civilization (standard 7.7 and the applicable Mayan aspects of the sequence). In addition to the content called for at grade eight, materials shall include the grade seven standards on the Age of Exploration, the Enlightenment, and the Age of Reason (standard 7.11 and its sequence).
 13. For levels kindergarten through grade three, instructional materials are distinguished by their rich inclusion of literature that brings alive people and events for children and teaches ethics, values, and civic responsibility. The selections are broadly representative of varied cultures, ethnic groups, men, women, and children and, where appropriate, provide meaningful connections to other content standards including English-language arts, mathematics, science, and visual and performing arts.
 14. Writing assignments are aligned with the grade-level *English-Language Arts Content Standards* under the strands of "Writing" and "Written and Oral English Language Conventions."
 15. Instructional materials use biography to portray the experiences of men and women, children and youth. Where the standards call for examples (or use "e.g."), materials shall go beyond the listed examples and include people from different demographic groups including the role and contributions of American Indians, African Americans, Mexican Americans, Asian Americans, European Americans, and members of other ethnic and cultural groups. (*Education Code*, Section 60040)
 16. Instructional materials, where appropriate, present the contributions of the entrepreneur and labor in the total development of California and the United States. (*Education Code*, Section 60040).
 17. Instructional materials, where appropriate and called for in the standards, include examples of religious and secular thinkers in history. All materials must be in accordance with "Appendix C: Religion and the Teaching of History-Social Science" and *Education Code*, Sections 51500, 51501, 51511, and 51513. The rites and practices of religions must be respected and not be reenacted or simulated in any manner. When examining U.S. history, religious matters, both belief and non-belief, must be treated respectfully and be explained as protected by the U.S. Constitution.

18. Instructional materials, where appropriate, examine humanity's place in ecological systems and the necessity of the protection of the environment (*Education Code*, Section 60041).
19. Instructional materials for grades five and eight shall include a discussion of the Great Irish Famine of 1845-50 and its effect on American history (*Education Code*, Section 51226.3).
20. Emphasis is placed on civic values, democratic principles, and democratic institutions, including frequent opportunities for discussion of the fundamental principles embodied in the United States Constitution and Bill of Rights. A copy of the U.S. Constitution and Declaration of Independence shall be included in instructional materials when appropriate to the comprehension of pupils. (*Education Code*, Section 60043)
21. Materials emphasize our nation's multiethnic heritage and its contribution to America's development, while explaining how American civic values provide students with a foundation for understanding their rights and responsibilities in our pluralistic society. (*Education Code*, Sections 51226.5 and 60200.6)
22. Materials on American life and history give significant attention to the principles of morality, truth, justice, patriotism, and comprehension of the rights, duties, and dignity of American citizenship which inspire understanding of and commitment to the best principles in the American heritage. There are frequent and richly developed examples of memorable addresses by historical figures presented within their historical context and their effect on people then and now. (*Education Code*, Sections 52720 and 60200.5)
23. Materials for studying the life and contributions of Cesar E. Chavez and the history of the farm labor movement and of Martin Luther King, Jr., and the civil rights movement shall be included at each grade level with suggestions for supporting the respective holidays and accompanying activities. (*Education Code*, Sections 51008 and 60200.6)
24. Any gross inaccuracies and/or deliberate falsifications revealed during the review process will result in disqualification and any found during the adoption cycle will be subject to removal of the program from the state-adopted list. Gross inaccuracies and/or deliberate falsifications are defined as those requiring changes in content.
25. All authors listed on the program are held responsible for content. If requested, the authors must be willing to supply proof of authorship. Beyond the title and company name, the only name to appear on a cover and title page shall be the actual author(s).

Criterion 2: Program Organization

1. Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the history-social science content efficiently and effectively.
2. The content is well organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the standards and framework. The academic language (vocabulary) specific to the content is presented in such a manner as to provide explicit instruction opportunities for teachers and practice for all students.

3. A detailed, expository narrative approach providing for in-depth study is the predominant writing mode and consists of a focus on people, their ideas, thoughts, actions, conflicts, struggles, and achievements.
4. There is a focus on explanations so that students clearly understand the likely causes of the events as well as the reasons why the people and events are important, why things turned out as they did, and how they are connected to events that followed.
5. The narrative unifies and interrelates the many facts, explanations, visuals, maps, and literary selections included in the topic or unit. These components clearly contribute directly to students' deeper understanding and retention of the events.
6. The relevant grade-level standards shall be explicitly stated in both the teacher and student editions. Topical headings reflect the framework and standards and clearly indicate the content that follows.
7. Each topic builds clearly on the preceding one(s) in a systematic manner.
8. Topics selected for in depth study are enriched with a variety of materials and content-appropriate activities and reflect the framework's course descriptions.
9. Within each unit, materials present strategies for universal access, including how to improve vocabulary, reading, and language skills of English learners in the context of history-social science.
10. Materials explain how history-social science instruction may be improved by effective use of library media centers and information literacy skills.
11. The tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students.

Criterion 3: Assessment

1. Assessment tools measure what students know and are able to do as defined by the standards, including the analysis skills.
2. Assessment tools that publishers include as part of their instructional materials should provide evidence of students' progress towards meeting the content called for in the standards and framework, and should provide information teachers can use in planning and modifying instruction to help all students meet or exceed the standards.
3. Materials provide frequent assessments at strategic points of instruction, including pre-tests, unit tests, chapter tests, and summative tests.
4. Materials assess students' progress towards meeting the instructional goals of history-social science, most notably expository writing. Writing assessments are aligned with the grade-level *English-Language Arts Content Standards* under the strands of "Writing" and "Written and Oral English Language Conventions."
5. Materials include analytical rubrics that are content specific and provide explanation of how teachers and students use the rubrics to evaluate and improve writing, analysis skills, and use of evidence.
6. Assessment tools include multiple choice, short answer, essay, and oral presentation.
7. Assessment tools measure how students are able to use library media centers and information literacy skills when studying history-social science topics.

Criterion 4: Universal Access

1. In order to allow access for all students, materials shall use the following design principles for perceptual alternatives.
 - Consistent with federal copyright law, provide all student text in digital format so that it can easily be transcribed, reproduced, modified, and distributed in braille, large print (only if the publisher does not offer such an edition), recordings, American Sign Language videos for the deaf, or other specialized accessible media exclusively for use by pupils with visual disabilities or other disabilities that prevent use of standard materials.
 - Provide written captions and/or written descriptions in digital format for audio portions of visual instructional materials, such as videotapes (for those students who are deaf or hearing impaired).
 - Provide educationally relevant descriptions for those images, graphic devices, or pictorial information essential to the teaching of key concepts. (When key information is presented solely in graphic or pictorial form, it limits access for students who are blind or who have low vision. Digital images with verbal description provide access for those individuals and also provide flexibility for instructional emphasis, clarity, and direction.)
2. Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students. Instructional materials should provide access to the standards and framework-based curriculum for all students including those with special needs: English learners, advanced learners, students below grade level in reading and writing skills, and special education students.
3. Materials for levels kindergarten through grade three focus on the content called for in the *History-Social Science Standards and Framework* while complementing the goals of the *English/Language Arts Standards* and the *Reading/Language Arts Framework*.
4. Materials for grades four through eight provide suggestions to further instruction in history-social science while assisting those students who are below grade level in reading and writing skills.
5. Instructional materials are constructed to help meet the needs of those students whose reading, writing, listening, and speaking skills are below the English-language arts content standards and assist in accelerating their skill level to grade level. Those students who are **significantly** below grade level in reading (two years or more) should be directed to intensive reading instruction.
6. Materials must address the needs of students who are at or above grade levels. While materials are adaptable to each student's point of entry, such differentiated instruction is focused on the history-social science standards.
7. All suggestions and procedures for meeting the instructional needs of all students are ready to use with minimum modifications.
8. Materials provide suggestions for advanced learners on enriching program or assignments by:

- Studying a topic, person, place, or event in more depth
 - Conducting a more complex analysis of a topic, person, place, or event
 - Independently reading and researching related topics
 - Emphasizing the rigor and depth of the analysis skills to provide a challenge for all students
9. Materials provide suggestions to help teach English learners the *History-Social Science Content Standards* while reinforcing instruction received in the *English-Language Content Standards*—notably to read, write, comprehend and speak at academically proficient levels.
10. Materials use "considerate text" design principles which include:
- Adequate titles for each selection
 - Introductory subheadings for chapter sections
 - Introductory paragraphs
 - Concluding or summary paragraphs
 - Complete paragraphs including a clear topic sentence, relevant support, and transitional words and expressions (e.g., furthermore, similarly)
 - Effective use of typographical aids - boldface print, italics
 - Relevant, standards-aligned visual aids connected to the print: illustrations, photos, graphs, charts, maps
 - Manageable versus overwhelming visual and print stimuli
 - Identification and highlighting of important terms
 - List of objectives or focus questions at the beginning of each selection
 - List of follow-up comprehension and application questions

Criterion 5: Instructional Planning and Support

1. Teacher support materials, including the required teacher edition, are built into the instructional materials and contain suggestions and illustrative examples of how teachers can implement the instructional program.
2. Materials provide in the teacher edition and student material ways for all students to learn the content standards and analysis skills called for in the standards.
3. Directions are explicit regarding how the analysis skills are to be taught and assessed in the context of the content standards.
4. Instructional materials provide a clear road map for teachers to follow when planning instruction.
5. Teacher and student editions have correlating page numbers.
6. Instructional materials include a teacher-planning guide describing how to use all the components of the program in order to meet all the standards and the relationships between the components.
7. Publishers provide teachers with easily accessible and workable instructional examples and practice opportunities for students as they develop their understanding of the content standards and analysis skills.

8. Blackline masters are accessible in print and digitized formats and easily reproduced. Black areas shall be minimal in order to require less toner when printing or photocopying.
9. The teacher's edition describes what to teach, how to teach and when to teach.
10. Terms from standards are used appropriately and accurately in the instructions.
11. All assessment, instructional tools, and informational technology resources include technical support and suggestions for appropriate use of technology.
12. Electronic learning resources, when included, support instruction and connect explicitly to the standards.
13. The teacher resource materials provide background information about important events, people, places, and ideas appearing in the standards and framework.
14. Instructional practices recommended in the materials are based on the content in the standards and/or current and confirmed research.
15. Materials discuss and address common misconceptions held by students.
16. Homework extends and reinforces classroom instruction, and provides additional practice of content that has been taught.
17. Materials include suggestions on how to explain students' progress towards standards.
18. Materials include suggestions for parents on how to support student achievement.
19. Format makes it easy to distinguish instructions for teachers from those for students.
20. Answer keys are provided for all workbooks and other related student activities.
21. Publishers provide charts of time and cost of staff development services available for preparing teachers to implement fully the program.
22. Materials provide teachers with instructions on how outside resources—for example, guest speakers, museum visits, and electronic field trips—are to be incorporated into a standards-based lesson.
23. Materials provide guidance on how to improve instruction by effective use of library media centers and what materials in library media centers would best complement the history-social science standards.